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Carrera de Lengua y Literatura Inglesa

“USING ‘TRACE EFFECT’ COMPUTER VIDEO GAMES AS A DIDACTIC TOOL IN THE EFL CLASSROOM TO ENHANCE STUDENTS’ VOCABULARY IN ELEVENTH GRADE AT SAN JOSÉ DE CALASANZ HIGH SCHOOL”

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RESUMEN

Esta investigación se llevó a cabo con la intención de determinar la eficacia del videojuego como herramienta didáctica en el aula EFL, Unidad Educativa San José de Calasanz, así como su influencia en el desarrollo del vocabulario de los estudiantes. El objetivo de la propuesta se basa en tres puntos principales:

- a) El propósito fundamental de esta investigación fue conocer cuán significativa y memorable puede ser para los alumnos la adquisición de vocabulario a través de los videojuegos
- b) Con el fin de reforzar el vocabulario de este videojuego "Trace Effects", las actividades de extensión fueron diseñadas en base a la lectura, y la de escritura.
- c) A través de los resultados de este proyecto, el investigador produjo una nueva forma de enseñar vocabulario en inglés.

Palabras claves: juego de video, vocabulario, TIC's, actividades de extensión.



ABSTRACT

This research was carried out with the intention of determine the effectiveness of the Video Game as a didactic tool in a EFL classroom, Unidad Educativa San jose de Calasanz, as well as its influence on the development of the students' vocabulary sub-skill. The purpose of the proposal was based on three main points:

- a) The central purpose of this research was to know how meaningful and memorable may be for learners the acquisition of vocabulary via video game.
- b) In order to reinforce the vocabulary from this video game "Trace Effect", the researcher designed useful extension activities based on reading, and writing strategies.
- c) Via the results of this project, the researcher produced a new way of teaching English vocabulary.

Key words: Video game, vocabulary sub-skill, ICT, extension activities



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Pantera
Iñamagua



INTRODUCTION

*“A word is microcosm of human consciousness”
(Vygotsky)*

This project is focused on the teaching vocabulary to teenage learners through video games. The aim of this study is to show video games as an alternative way of teaching vocabulary which is effective and motivating. The target group are teenager learners between ages fifteen to sixteen. This study presents how video games can be used for teaching vocabulary.

Vocabulary is essential to achieve basic communication which makes it the most important aspect of foreign language teaching. As Schmitt and McCarthy the biggest component of any language course is vocabulary. “No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wider range of meanings, communication in an L2 just cannot happen in any meaningful way” (140).

Video games are really attractive and motivating for teenager, so teacher can get a positive attitude towards the subject and consequently, learn target language through fun activities. Video games can be used as another alternative tool for teaching foreign language vocabulary because students learn English in an informal environment, which can contribute to reduce or eliminate negative emotional factors.

The virtual environment of video games provide huge benefits in educational areas. Video games not only bring fun to the class, but also they increase students' confidence; thus, students feel more confident in the process of acquiring a new language. Besides, Digital and multimedia learning and assessment can be more understandable than teacher's traditional paper based on pedagogical techniques.

To summarize it, the main mission of this project has been to expose students to a technological and innovative approach that helps to improve the English teaching-learning process. In this way, they have the opportunity to be involved in a collaborative, and interactive class setting.



CHAPTER I

THE PROBLEM

1.1 TOPIC

Using “Trace Effects” computer video game as a didactic tool in the EFL classroom to enhance students’ vocabulary in eleventh grade at Unidad Educativa Fiscomisional San Jose de Calasanz High School.

1.2 DESCRIPTION OF THE PROBLEM

Education is involved by the processes of knowledge and learning. These have to be significant for the learners in their studies to get a good assimilation of the English language. For this reason, it is very important that teachers use appropriate methodologies in these currently days. It means educators should not apply the same methodologies of their teachers must have used years ago so that educates can have solid knowledge in this target language.

English as a foreign language has been taught for many years only with the use of textbooks, notebooks and blackboards without seeing students' needs. Indeed, in most of the cases the educators have made them dislike the subject making it difficult to develop interest in students. Equally, the strategy that pupils use to learn English vocabulary is repetition and memorization; this technique is very traditional to be used nowadays.

In the Province of Cañar at “ Unidad Educativa Fiscomisional San Jose de Calazans High School” in the eleventh grade, it has been observed the necessity of implementing new strategies to teach English vocabulary in order to use different strategies of teaching in this course. Thus, to get a suitable environment where students and teacher acquire meaningful learning.



Once the problem tree technique was applied (see appendix # 4); it was possible to notice which the main problems are in eleventh grade. First of all, the teacher consider the textbook as a complete resource. It means, she does not use extra sheets in her teaching. Even though, that high school possesses a complete well equipped computer laboratory with internet she does not use as an educational source to teach her students neither English language skills (reading-writing-listening-speaking) nor English language sub-skills (grammar-vocabulary).

Moreover, she only focuses on activities from the book which means there are not motivating strategies for teaching vocabulary to students. The only technique that students use in learning vocabulary is rotation. That is why, students do not show interest in learning new vocabulary because they dislike memorizing large amounts of vocabulary from one day to other.

In addition, learners do not participate actively in classes because they do not have sufficient vocabulary to interact with the classmates as well as with the teacher. Although, learners memorize many words as a lesson; they tend to forget easily the words, and the last students' problem, when they write words they make misspelling them and this result makes students get bad grades in this subject and provokes academic problems.

In conclusion, the learning of the target language will continue deficient if nothing is done to correct this situation. Also, the textbook must not be the primary tool in the whole year because it can be one of the main aspects so that students fail. That it is fundamental to find out different strategies to treat the problem. As possible solutions might be the implement of technological tool like video games to solve students' troubles according to the problem tree (see appendix # 5).



1.3 HYPOTHESIS

The implementation of video games and extension activities as educational reinforcement in the learning of English as a foreign language in eleventh grade at “Unidad Educativa San Jose de Calasanz” high school in order to overcome vocabulary problems.

1.4 BACKGROUND ANDJUSTIFICATION

It is well-known that English is a universal language. This language is used in many specialized areas like medicine, technology and business. That is why, there is a necessity in almost every profession to learn at least the basis of the English Language. People can learn this global language using technology because it provides users plenty of activities to learn English in different fields. Technology has taken over education and has fitted into the curriculum perfectly. Thus, it has generated many diverse changes in the Educational system.

Educatees should have a relevant learning; that is why, this project attempts to enhance English vocabulary learning with the use of video games in EFL classroom to facilitate students' learning process of the target language in a fun and meaningful manner. “Trace Effect” is the name of the computer video game. In this didactic video game, students take a dynamic trip through the United States, traveling to cultural places like Kansas, New Orleans, the Grand Canyon, New York City, San Francisco, and Washington, D.C. Gamers will interact with characters who have different dialects of English.

Through video games students learn and retain new words more easily; as a result, they improve their target vocabulary in an enjoyable and significant way. Also, learners have the opportunity to learn more by themselves because they are constructing knowledge while they are playing it. On the other side, the educator cares about the pupils' activities while she/he is monitoring their performance. Because of this, learners will participate more



enthusiastically in all the activities and tasks involved in their learning process.

Taking as a reference the study has been done in 2013 “The Effect of Video Games on Iranian EFL learners’ Vocabulary Learning” by Behbahani, Amin and Vahdat, Sedigheh. The effectiveness of using video games is very noteworthy in EFL students due to the statistical results of this study. It was revealed that using video games as a tool for vocabulary learning is more beneficial than using a traditional approach. Therefore, the role of video games in teaching and learning vocabulary cannot be denied (193).

Finally, this field of work was chosen because there is no previous research done on this topic at the University of Cuenca. Additionally, the extension activities based on reading and writing used during the performance of the project will be useful resource for English teacher at Unidad Educativa San Jose de Calazans high school.

1.5 RESEARCH QUESTION

Towards the solution to the problem the following question has been raised:

What are the effects of implementing video games as a didactic tool for the vocabulary sub-skill improvement at “San Jose de Calazans” high School?

1.6 OBJECTIVES

1.6.1 GENERAL OBJECTIVE

To improve students’ vocabulary through the use of “Trace Effects” computer video game as a didactic tool in the EFL classroom.



1.6.2 SPECIFIC OBJECTIVES

- To provide theoretical aspects to support the importance of teaching vocabulary via computer video games.
- To build up basic vocabulary in EFL students using video games “Trace Effects” and extension activities.
- To design a didactic booklet containing extension activities based on reading, and writing skill.



CHAPTER II

THEORETICAL FRAMEWORK

2.1 Information and Communication Technologies (ICT) in the EFL classroom

Nowadays, technology has become one of the main tools for supporting people in education around the world. The necessity of integrating Information and Communication Technology (ICT) into the educational system and the classroom is one of the major concerns in this area. The effective integration of these useful teaching tools require a process of innovation in educational institutions. Therefore, it is indispensable for educators and other educational agents to be aware of the importance of new technologies and the changes that our society are experiencing every single day

In fact, technology has become part of human lives. Since people started to use technology many things changed like the ways to communicate, entertain, and above all the ways to teach and to learn. That is why the lack of implementation and application of those technological tools into the educational process, especially in the teaching of English as a Foreign Language (EFL), is notable. Undoubtedly, this new world of possibilities help teachers to innovate and enhance the educational practice, and it is important for educators to recognize that technology represents a new and renovated via of conveying information and knowledge.

Besides, studies demonstrate that the dynamics during a class can be dramatically altered. Gary Motteram in his book ***Innovations in learning technologies for English language teaching*** remarks digital technologies represent a helpful support for educators in the language development process and at the same time pupils become more responsible in their language learning, as a result; the education is done significantly (18).

However, experience has shown that many teachers endorse their attitude towards new technological tools. The point is that some educators do not like or do not feel comfortable using up-to-date devices. Moreover, not



every teacher receives these changes in a good manner because they do not think that digital tools can be helpful and efficient to be applied in classroom setting. As a result, it represents problems into the educational system, such as:

- Educators continue applying traditional approaches that are not meaningful for students.
- The lack of implementation of ICT in the EFL classroom.
- Pupils study the English language just because they need to pass it.
- The lack of interest in learning a target language because the English language is not officially used in Ecuador.

That means, teachers should take advantage of this wonderful tool and use technological resources in classroom settings to transform traditional classes into educational programs where students arouse their interest in learning a second language. That is to say, educators have to be prepared and be able to adjust to work with any innovative device that comes out in order to enhance student's attitude towards the learning process. This situation demands tutors to have updated knowledge not only in their area, but also with the technological changes that exist nowadays to make each class different and significant to pupils.

Several times, students consider English classes are boring and old-fashioned. The traditional activities, the typical didactic tools like whiteboards and the English textbook are still practiced, and they make students get bored; therefore, they do not feel interested neither motivated in learning a new language. Moreover, the lack of interest of the student towards the subject of study may also hinder language development, since an unmotivated learner tends to reject the content especially in formal learning environments.

The main impact of ICT is, quality and accessibility of education, learning motivation, environment, and academic performance result on the teaching-



learning process. There are several advantages of using ICT tools for teaching English as one can read below:

- ICTs can improve educational quality in several ways, by increasing learner motivation and engagement, by facilitating the acquisition of the four skills (listening, speaking, reading and writing) and by enhancing teacher training.
- ICTs can promote the change to a learner centered environment when these tools are used appropriately.
- ICT increases the flexibility of educational system because learners can access knowledge anytime and from anywhere.
- ICT offers opportunities to access an amount of information using multiple information sources and viewing material from multiple perspectives, thus fostering the reality of learning atmospheres.
- The use of ICT may foster co-operative learning and reflection about the content.
- “ICT may serve as a tool to curriculum , providing opportunities for adapting the learning content and tasks to the needs and capabilities of each individual pupil and by providing feedback”(Noor-UI-Amin, Syed 5).
- ICT is a wonderful tool for teachers which allows trainers to change their methodologies so that students participate actively in classes.
- ICT can help students to develop their ability to learn languages autonomously within a collaborative learning environment. (Bikowski ,3)

It is important to emphasize, that ICT is not enough to have an effective, and efficient learning because a passionate educator who really loves teaching, becomes a creative person and looks for different ways to achieve a significant and memorable learning in his or her students. However, it



impossible to reject that a new era in education is coming and that ICT is big part of it.

2.2 The importance of vocabulary in Learning a Second Language

“If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh.” (Harmer)

2.2.1 Definition of Vocabulary

It is important to define what second language vocabulary means? According to Hornby, Vocabulary is 1. “All the words that a person knows or uses. 2. All the words in a particular language. 3. The words that people use when they are talking. 4. A list of words with their meaning especially in a book for learning a foreign language.” The other opinion from Good, states that vocabulary “as the words having meaning when heard and seen even though not produced by the individual himself to communicate with others and the words are considered essential for minimal use of language”(4). Along the same line, Linse mentions vocabulary as “the language ability of learners will be improved overall by vocabulary improvement” (75).

2.2.2 Types of Vocabulary

It is evident that the acquisition of a language cannot take place without the knowledge of the vocabulary of the language. There are two types of vocabulary in learning a second language come into play receptive and productive or active.

2.2.2.1 Receptive vocabulary._ it refers to the words that learners recognize and retrieve its meaning when they hear or see them. (Nation 187).

- a. **Listening Vocabulary.**_ the words we hear and understand; adults recognize and understand approximately 50,000 words (p.2).



- b. Reading Vocabulary** . _ the words a person is able to understand when one reads a text. Sometimes people can read and understand several words that they do not use in speaking (p.4).

2.2.2.2 Productive vocabulary . _ it refers to a learners' ability to use a word to send a message or express his or her ideas properly when they speak or write (Nation 187).

- a. **Speaking Vocabulary.**_ the words that people use when they speak. Most adults use a mere 5,000 to 10,000 words for all their conversations and instructions (p.3)

- b. **Writing Vocabulary.**_ the words a person can retrieve when one writes to express something. The writing vocabulary is strongly influenced by the words one is able to spell (p.5)

2.3 Digital Game-Based Learning as a source of vocabulary teaching

“One cannot learn language without vocabulary” (Kang 18).

Vocabulary is the main building block of language learning. Teaching English vocabulary, as a component of language, is considered a very important factor. As David Wilkins emphasizes that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” Regarding to these quotes, nobody can deny the importance of first learning vocabulary during a second language acquisition. In other words, even if grammar is not correct, people might still understand the message, if the learners' pronunciation is not perfect, one can still be able to communicate; however, if vocabulary is not efficient, communication might become a considerable problem because of misunderstandings. That is why, vocabulary acquisition represents an essential factor in pupils to learn a target language, and it allows educators to achieve appropriate understanding in listening or reading, or producing thoughts effectively in speaking and writing at any moment.



Besides, Aeni mentions an important expression “Vocabulary is like the bones of our body” (4). To support this idea, the article *Vocabulary Strategy Work for Advanced of Learners of English* quoted Schmitt, He states that on second language vocabulary learning, a large vocabulary is needed in order to function in English. Second Language students require approximately 2.000 words to keep conversations, 3.000 word families to read authentic texts, and as 10.000 words to comprehend difficult academic text (24). It means, without words it might be impossible to express orally our feelings, opinions, and ideas to others or our communications will be very limited. Consequently, the language might not be developed.

Based on some researchers like Morgan and Rinvoluciri also highlight “that words are essential, and the lack of them leads to feeling of insecurity in language learning.” This quote fits perfectly with the following cite “Our second language learners certainly recognize that insufficient vocabulary is one of their biggest frustrations” (Green and Meara, 12). So vocabulary in studying a target language is a fundamental requirement that influence in EFL learners’ achievement that is why teachers should make students realize what words are important to learn in their form and meaning.

“Measure the effect of interactivity with a music video game on second language vocabulary recall, and explored the degree to which video-game interactivity would help or hinder the noticing and recall of second language vocabulary” (DeHaan, Reed, and Kuwada 158). Computer game brings the refreshment and enjoyment to the teaching-learning process, and it is an occasion to use the foreign language in an active manner.

In addition, Schlimme mentions that “some simulation video games present players with unfamiliar words which are needed in order to succeed in the game, and as a result the players’ vocabulary levels may increase” (45). Finally, to master English language well it is important to learn new words and constantly expand number of known vocabulary.



2.3.1 Definition of Digital Game Based Learning (DGBL)

The article *Game Based Learning* remarks that “Game based learning is a type of game play that has defined learning outcomes. Generally, game based learning is designed to balance subject matter with gameplay and the ability of the player to retain and apply said subject matter to the real world” (9). Patrick the author of “*How can a digital game for learning be defined?*” points out that “while the structure of an educational video game is partly responsible for students' achievements, teachers play an even greater role in ensuring that games-based learning (DGBL) is effective”(3). Educators can use this tool to explain and introduce concepts and ideas in formal classes, and give pupils the opportunity to fresh their knowledge, obtain a deeper understanding of any topic.

In this day and age, students have the world on their hands because most of them have any kind of electronic devices (smart cellphone, laptops, iPads, etc) at home which promote to users endless hours of entertainment and fulfillment that institutes cannot imitate.

“Digital games-based learning is one of the tools that these new technologies offer in benefit of the education of young generations. Researchers have found that computer games have a significant educational value which teachers can take benefit of when educating the new generations of students, as they stimulate their learning” (BBC News, 78)

In a study about digital game-based learning predicated by Heather Coffey, he mentions that Patricia Deubel and Mark Griffiths have greatly contributed to this theory. Patricia Deubel presents some significant aspects; DGBL has the potential to engage and motivate learners and offers custom learning experiences while promoting long-term memory and providing practical experience. In addition, educators must first find non-violent games that facilitate planning and problem-solving and relate to the curriculum to effectively use game-based learning in the classroom setting.



Another relevant aspect is that teachers must make the outcomes of the games clear and provide scholars immediate feedback. Moreover, Deubel recommends role-playing, simulation, and adventure games because these kind of games often appeal to the development of more than just one skill. Also, she mentions that students have an interactive role not only with the game, but with other students as well. Finally, she points out the function of game-based learning in the development of vocabulary skills and the enhancement of mental quickness (4).

Following the same line, Mark Griffiths mentions some important features. First of all, video or digital games provide a great implement for conducting educational study. Second, Griffiths declares that digital games have “great diversity,” while attracting students of various demographic backgrounds. Likewise, video games also support pupils set and work towards achievement of goals, provide helpful feedback, and maintain records for measurement purposes. Finally, the author recommends that the interactive nature of video games stimulates learning and encourages participants to challenge new topics or knowledge (7).

“Within education area computer games provide educators interesting activities that can suit most learners, as a good educational computer video game gives students the chance to interact with learning in a multisensory environment, including a variety of resources” (Pleshette and Thornburg, 95). The use of different computer games can eliminate anxiety provoking the confident use of a foreign language. This not only helps the students to relax from the serious learning, it also helps learners to reinforce the new vocabulary (Heather 50).

Besides, they frequently become very involved in the game; as a result, students stop feeling concerned about their mistakes. Educants are exposed to the target vocabulary while they are playing language games. This process helps learners to acquire plenty of unknown words for their lexicon.



Video Games are enormously popular recently. These are played online by thousands of players simultaneously in real-time. Moreover, they provide sources for teachers to change their practice as new strategies to work in classroom settings. Also, they give students feedback in a fast way, so an immense change in the learning process is developed. It allows shy pupils to have the opportunity to interact with classmates in different activities. Thus, Because of students participate without fear of being embarrassed, educator and learners will achieve the main goal, which is to have a meaningful learning.

The investigators, Campos, Oliveira, and Albini, believe that video games can be directly related to the multiple intelligences theory, since they work with several intelligences simultaneously and pupils feel motivated to learn the language. Likewise, video games make pupils do their learning fun and memorable so that children will be able to develop many skills not only a specific one. Thus, video games might be useful supporting tools in EFL classrooms creating a more attractive learning environment.

Furthermore, the authors highlight that "video games can provide, in an EFL environment, a suitable input which is able to challenge the player to advance in the game and, consequently, develop the language, since it is an essential element for this progression to occur" (219).

THE ROLE OF VIDEO GAMES IN DEVELOPING INTELLIGENCES

Verbal-linguistic	Provide guidelines, tips, instructions and also presents the storyline and plot through written and/or spoken language.
Logical mathematical	Solving problems and puzzles, quick mental reactions to the challenges of the game.
Spatial-visual	Having appropriate perceptions of the virtual space, recognize shapes and patterns.
Bodily kinesthetic	Motor coordination, ability to use the controller effectively and have quick physical responses to the challenges of the game.
Musical –Rhythmic	Mainly used in musical rhythm video games to help in the advancement in the game. Also, the soundtrack complements the establishment of the game's atmosphere.
Interpersonal	Enable effective communication in cooperative games and online games.
Intrapersonal	In more complex and elaborate narratives allows self-reflection based on the themes addressed.

Figure #1- "The use of video games in the Teaching-learning process of English as a Foreign Language." -Campos, Oliveira, & Albini.

2.3.2 The important role of using Computer Video Games in EFL classroom

Regarding to the research "Interactive games in the teaching-learning process of a foreign language." the authors Perez, Portillo and Martinez highlight some important advantages of applying computer games in the EFL classroom that contribute to the teaching- learning process:

- Games are a wonderful tool because they give teachers a diversity of implements to assist the teaching-learning process.
- Games work as a complement for the English lessons, so learners can improve their learning strategies.
- Games can help teachers in many subjects such as: language, arts, mathematics, science, etc.



- Games increase students' motivation and creativity; in that way scholars delight in their learning.
- Games give students the opportunity to improve their skills.
- Games improve participation, self-esteem, vocabulary usage and contribute to create a confident atmosphere in the classroom.
- Through games students' abilities of learning can be developed or improved because they feel more comfortable, and they learn from their mistakes.
- Games represent a useful didactic tool which is adapted to different ages, levels and interests.
- Games get students to be willing to participate without paying too much attention to the mistakes they make.
- Through games teachers make learners keep their interest and concentration on their learning.
- Games help pupils apply language meaningfully and in a useful way.
- Games increase students' motivation toward English language and not only as a school subject.

As it can be seen in the previous list of benefits, teachers stimulate students and catch their attention; consequently, teachers make them engage in their own learning and take responsibility of it. Thus, pupils acquire a significant learning not only memorizing things without understanding them (55).

2.3.3 Classification of Computer Video Games

According to Maritza Martinez there is a classification of computer video games which should be taken into account when teaching vocabulary (50):

- **“Learners’ age”**: children, teenagers, young adults and adults.



- **“Learners’ level”**: beginner, intermediate and advanced.
- **“Number of students”**: individual, groups, pairs work.
- **“Skills”**: listening, speaking, writing and reading.
- **“Sub-skills”**: grammar, vocabulary, spelling and pronunciation.
- **“Location”**: indoor and outdoor
- **“Class size”** small classes, big classes, and individual learning.

In addition, Amelia and Paulo (as cited in Hadfield) computer video games can also be classified into four categories:

- **“Cooperative Games”**. _ where learners work together towards a common objective.
- **“Competitive Games”**. _ where gamers or teams participate to be the first to achieve the goal.
- **“Linguistic Games”**. _ they enclose the way language works.
- **“Communicative Games”**. _ these games require the participants to complete a mission using language properly in context of that very actively (67).

2.4 Trace Effects as a didactic Computer Video Game in EFL Classroom

Trace effects is an exciting, collaborative English language learning gaming experience for students whose ages range from twelve to sixteen years. They live a great adventure while they are playing it. This video game is an immerse exploration of American culture; gamers interact various cast of English-speaking characters and solve puzzles in a vibrant virtual environment while they are earning points (Bikowski, Dawn 4).

“Trace, the main character, is a university student from the year 2045 who has accidentally traveled back in time to the present. In order to get home, he must complete a challenging mission to change the future for the better by helping six different young



people accomplish great things and have a positive impact on the future.” (americanenglish.state.gov)

In addition, the game works with vocabulary and grammar structures which allow the gamers to have contact with several action verbs, which are then performed. This video games have a plenty of language content and are focused more on interaction than on action and it is divided into seven stages, and in each one, the player is exposed to language in context and provide a comprehensible input for players. The roles of the students, teacher and the extension activities in, Trace Effects, video game are presented in the following list:

2.4.1 Teacher's Role

Educator's role consist in helping pupils with the video game and thus facilitating their learning. The following guidelines are very important that teachers have to take into consideration at the moment to teach with this didactic tool:

- Tutor helps students to be responsible of their actions and guide them to take into consideration how, when, why, where is the best moment for learning a new language.
- Educator should “provide a friendly, supportive and flexible learning environment that also provides sufficient structure and direction”(Bikoski, Dawn 11).
- Monitor has to give previous instruction about the game tools and explain about the characters and how to load Trace on computer from the video game to avoid feature problem during the game.
- Teacher has to give students time limit in Trace effect.
- Teacher should give students alternatives on what to do if they get confused for situations when playing.



- Teacher must walk around the room in order to clear up students' doubts and check that gamers are staying on task and not doing other things.
- Educator needs to have ready the extension activities to use them as a complement in the classroom and these can be applied before or after the game.
- Educator has to provide students a meaningful feedback.

2.4.2 Students' Role

The next lines are directed for students in order to facilitate their performance in Trace Effects.

- Pupils have to know how to use the game effectively. That is to say, the necessity of being able to make Trace interact with other characters correctly in order to finish each chapter successfully. Likewise, learners have to have elemental bases on how to use all the tools in the video game.
- Students can ask among them for tips on learning that occurs while they are playing.
- Learners work out in any possible solutions in the game by themselves. Players are the centers of the action.
- Learners interact with their teacher and Classmates as well.
- Students use vocabulary in a real context when they discuss what they have learned in each chapter.
- Pupils also can visit the game resources such as the in-game help features, the resources link and the language practice exercises to reinforce their learning.

2.4.3 Extension Activities Beyond the Video Game.



Extension activities are designed to reinforce the vocabulary and help learners to recall the new vocabulary. As they are based on reading and writing strategies will support the learners in how to write and read appropriately. Finally, using these tasks, apprentices are able to apply the new vocabulary in a real context because they know the exact meaning of each word.

Throughout this thesis work, one can conclude that video games is an efficient and effective teaching tool to develop and improve vocabulary sub-skill through a wide range of extension activities, useful for different learning students' styles and interesting for the “**digital natives**” .

Likewise, video games represent a helpful resource to provide students with opportunities to use the language in a more “realistic” context. Finally, the important connection that students and technology have, it makes educators conscious of the importance to be updated in their knowledge and to be aware of their students' needs.



CHAPTER III

M E T H O D O L O G Y

3.1 BASIC METHODOLOGY

In order to carry out this study, several articles, journals, books and other pieces of writing in which many authors expose their different ideas that provide important information to elaborate this research. The design of this study was quasi-experimental because it had a pre-test before the treatment, and a post-test after one, but it was not have control group.

3.2 POPULATION AND SAMPLE

For the purpose of this research, the population comprised twenty six learners, they are studying in the eleventh grade at Unidad Educativa San Jose de Calasanz high school located in the province of Cañar, Ecuador. This institute is a “fisco-misional” high school which possesses a complete well equipped computer laboratory with internet that facilitated the use of technology, thus allowing a constructive and lasting learning. However, internet was not used because the researcher has a CD that served to install the video game in all the computers.

The participants are from both genders and belong to ***Bachillerato General Unificado*** from the morning section. They are Spanish native speakers, and they receive English classes five hours per week. Their ages range between fifteen and sixteen years.

It is important to mention that this project took place from September 29th to October 29th of the 2015-2016 school year. The researcher took five hours per week working with the video game during twelve sections and eight hours with extension activities. The first three hours, the investigator worked with the video game, and the next two hours practiced



with the extension activities. The reason of working in that way is because the extension activities allowed students to reinforce the new acquired vocabulary via video games.

3.3 DATA COLLECTION

In order to start the present research, a letter requesting permission to conduct study was sent to the principal of “Unidad Educativa San José de Calasanz” high school. The principal allowed the research application in that institute, he showed a positive attitude and willingness to collaborate with it. In addition, the investigator gave to students a parental consent letter who through it, parents of the students agreed with the project and let them to participate on it.

Likewise, in order to achieve the objectives of this research a survey was applied to the eleventh graders at Unidad Edcativa San Jose de Calasanz high school before this study. It contained questions about the way students feel when they learn vocabulary via video games and their level of motivation with it. Besides, eleventh graders were took a questionnaire where the investigator demonstrated her hypothesis because the majority of students pointed out how beneficial was this project for them.

An observation was administered to the eleventh grade English teacher before starting the project. She was observed in five hours of her classes with this group of students, in order to obtain some information for this research. It was very important for the project because through it, the researcher noticed which techniques and methods the English teacher uses to improve students' vocabulary. Likewise, it was essential to make a problem tree, and thus one can get the sufficient information to describe the difficulties which students face every day.

Moreover, Extension Activities were applied to student in order to supported students to recall in an easy way this specific vocabulary. The



vocabulary list included 100 words which 50 action words and 50 nouns were chosen from each chapter from the video game. In addition, via this investigation, the improvement of English vocabulary of these students after of using video games was evidenced, it was a successful project.

Additionally, a pre-test and a post-test were applied to eleventh grade students. These kind of activities were designed by the investigator. As afore said, the specific vocabulary that one taught them were obtained from the “Trace Effect” video game. The researcher applied a Pre-test to see the level of the students.

At the end of this research a post-test was administered to assess the vocabulary practiced and learned through video games and extension activities. Finally, some statistics were used to display the results of both the pre-test and post-test in order to show the effectiveness of the project.

CHAPTER IV

4.1 RESULTS - ANALYSIS AND INTERPRETATION

4.2 Pre-Analysis of the Students' Survey

Question 1

1. Do you like English? Why?

Chart 1. Students' survey

Indicators	Frecuency	Percentage
Yes	7	27%
No	19	73%
Total	26	100%

Source: Survey applied to the students of eleventh graders,
Unidad Educativa San Jose de Calasanz
By: Mayra Gabriela Iñamagua A.

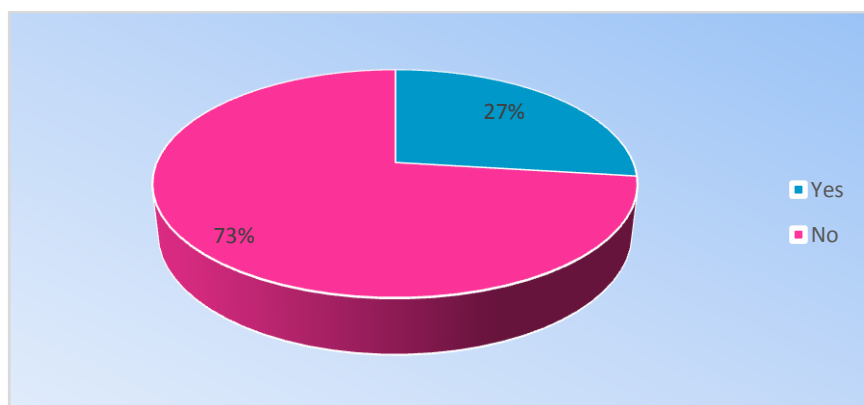


Figure 2. Students' Survey

Analysis & Interpretation: This figure shows seven-three percent (73%) of students answered yes. They did not like this subject because of teacher's traditional methodologies. First of all, teacher did not prepare well her classes and just made students flow with the class; that is why, she made a lot of mistakes, especially in pronunciation in front of her students. Therefore, learners tended to hate the subject. Based on the percentage (27%), it is evident that just a few students enjoyed English classes because they said that this time, they can do others homework.

Question 2

2. How often does you English teacher use technological tools to teach English?

Chart 2. Students' Survey

Indicators	Frecuency	Percentage
Always	0	0%
Sometimes	5	38%
Never	21	62%
Total	26	100%

Source: Survey applied to the students of eleventh graders,
Unidad Educativa San Jose de Calasanz

By: Mayra Gabriela Iñamagua A.

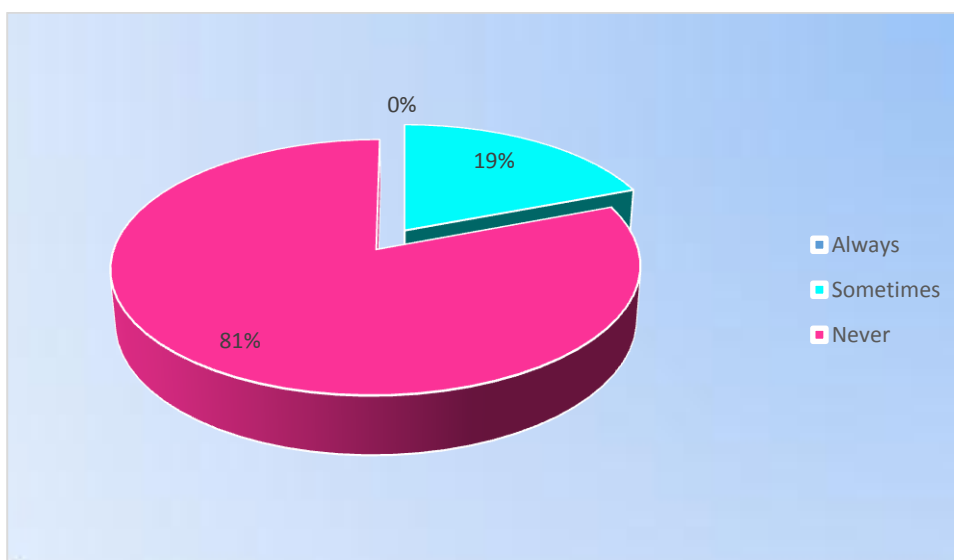


Figure 3. Students' Survey

Analysis & Interpretation: It is seen that an 81% of the sample pointed out that their teacher never used technological tools in the classroom. Even though that her teacher is the president of the English area. It means, she had the key of the English lab. Nineteen percent (19%) of young learners mentioned that she tried to use technological gadgets in classes. She used projector, but it is monotonous because they just watched movies and many times they were asleep in classes due to those kinds of things that they did not like them.

Question 3

3. Which of the following didactic tools does your teacher use in classes?

Chart 3. Students' Survey

Indicators	Frecuency	Percentage
Audio CD	17	32%
English Book	19	35%
Extra Worksheet	6	11%
Projector	12	22%
Video Games	0	0%
Total	54	100%

Source: Survey applied to the students of eleventh graders, Unidad Educativa San Jose de Calasanz

By: Mayra Gabriela Iñamagua A.

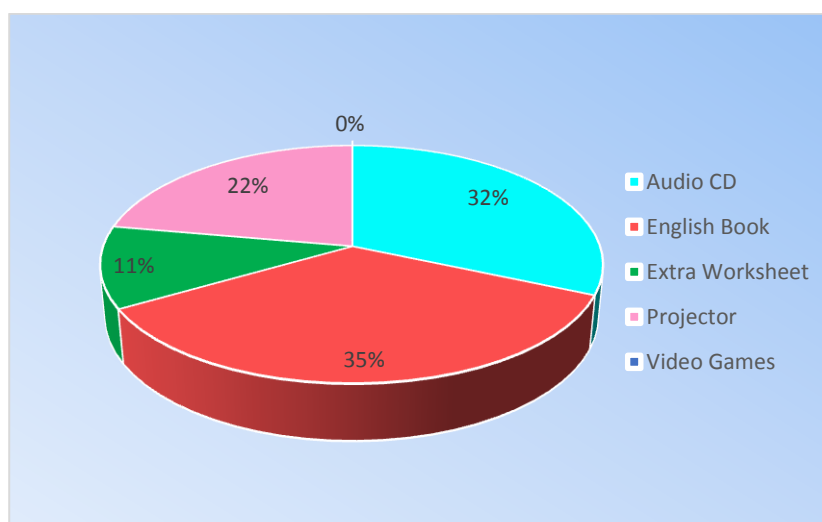


Figure 4. Students' Survey

Analysis & Interpretation: The resources that teacher used the most in classes was English book. Thirty-five percent (35%) of students indicated that they just did activities from the book and many times without any explanations. As a result, they only did them because all the tasks were graded. On the second place 32% of the sample consider audio CD as a complement of the first option. As we can see there is no contradiction with the previous item 22% of pupils displayed that they used

a projector in classes. The other eleven percent (11%) of pupils said that educator used extra worksheets to give them more information about certain grammar point. Finally students accepted that, which represent 0%, they did not use video games in their learning setting.

Question 4

4. How do you feel with the idea of implementing video games to learn English?

Chart 4. Students' Survey

Indicator	Frecuency	Percentage
Motivated	25	96%
Unmotivated	0	0%
Other	1	4%
Total	26	100%

Source: Survey applied to the students of eleventh graders, Unidad Educativa San Jose de Calasanz

By: Mayra Gabriela Iñamagua A.

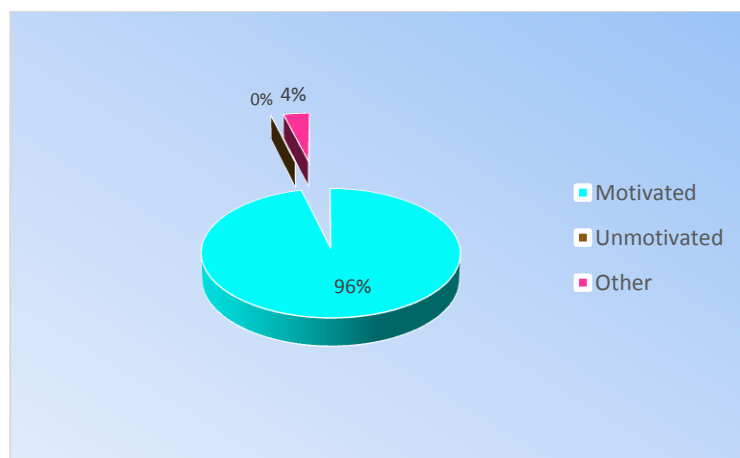


Figure 5. Students' Survey

Analysis & Interpretation: It is an interesting students' answer; as it can be seen a strong 96 % percentage defended the idea of implementing video games in their educational learning. They felt motivated and interested to learn target language with this new methodology. Four percent (4%) of students showed curiosity to know what kind of video game is going to be used in this innovative process.

Question 5

5. What do you want to learn when you are playing video games?

Chart 5. Students' Survey

Indicator	Frecuency	Percentage
Grammar	5	19%
Vocabulary	10	39%
Pronunciation	11	42%
Total	26	100%

Source: Survey applied to the students of eleventh graders,
Unidad Educativa San Jose de Calasanz

By: Mayra Gabriela Iñamagua A.

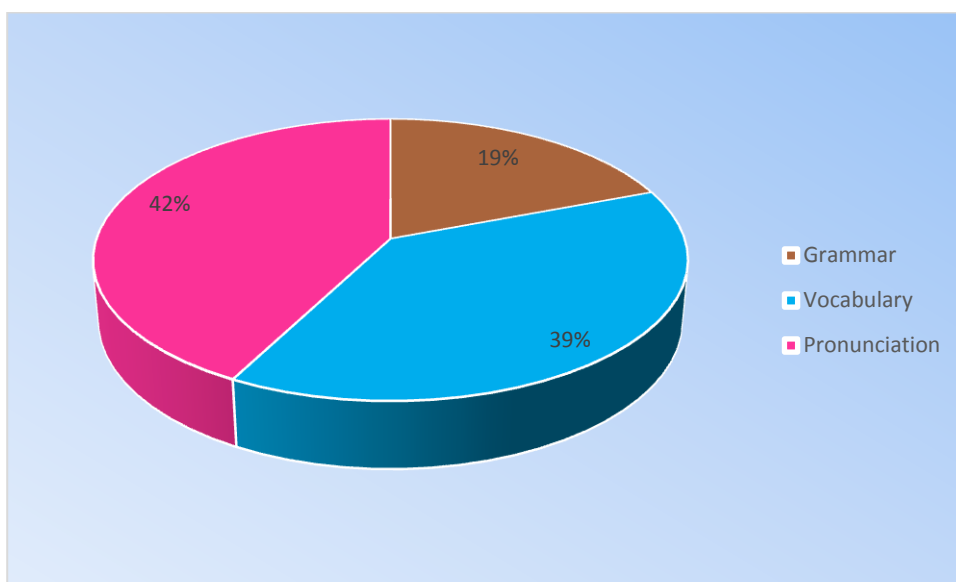


Figure 6. Students' Survey

Analysis & Interpretation: It is seen that 42% of students selected pronunciation item without realizing that if they do not know words they will not able to improve anything. On the contrary, 39% of pupils agreed on the importance of improvement vocabulary in order to express their feelings, ideas and opinions. Few students focused on grammar; they point out that through video games they can also reduce grammar errors.

4.3 Post-Analysis of the Students' Questionnaire

QUESTION 1

1. My motivation were kept from the beginning to the end of this project.

Chart 6. Students' Questionnaire

Opinion level of Interpretation of the score	Frequency	Percentage
Strongly Agree	20	77%
Agree	4	15%
Undecided	2	8%
Disagree	0	0%
Strongly Disagree	0	0%
Total	26	100%

Source: applied to the students of eleventh graders,
Unidad Educativa San Jose de Calasanz

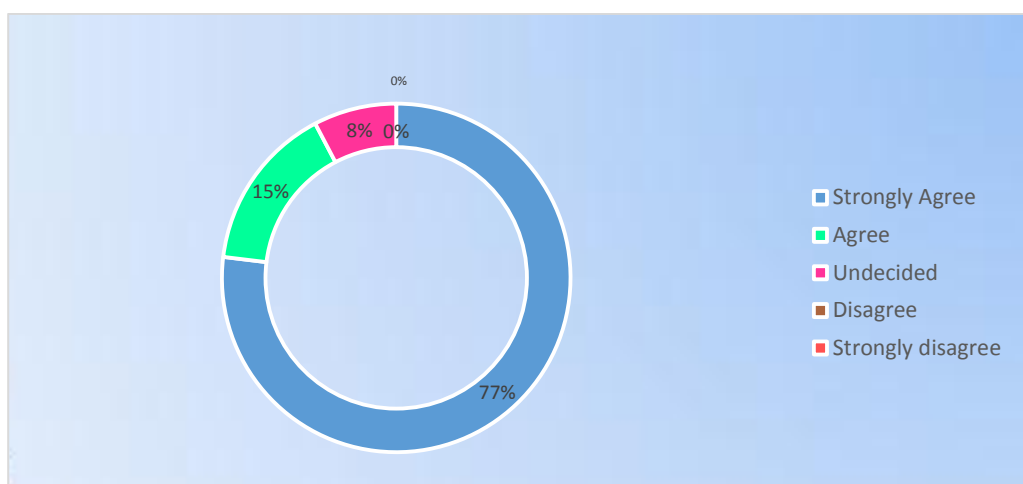


Figure 7. Students' Questionnaire

Analysis & Interpretation: It is noteworthy, the majority of answers were totally positive; students kept their interest in this project. They were so excited before and during the application of this methodology. One thing that caught my attention was the fact that girls were more motivated than boys.

QUESTION 2

2. When I faced a word that I did not know, I was interested to learn it

Chart 7. Students' Questionnaire

Opinion level of Interpretation of the score	Frequency	Percentage
Strongly Agree	9	35%
Agree	12	46%
Undecided	5	19%
Disagree	0	0%
Strongly Disagree	0	0%
Total	26	100%

Source: applied to the students of eleventh graders,
Unidad Educativa San Jose de Calasanz

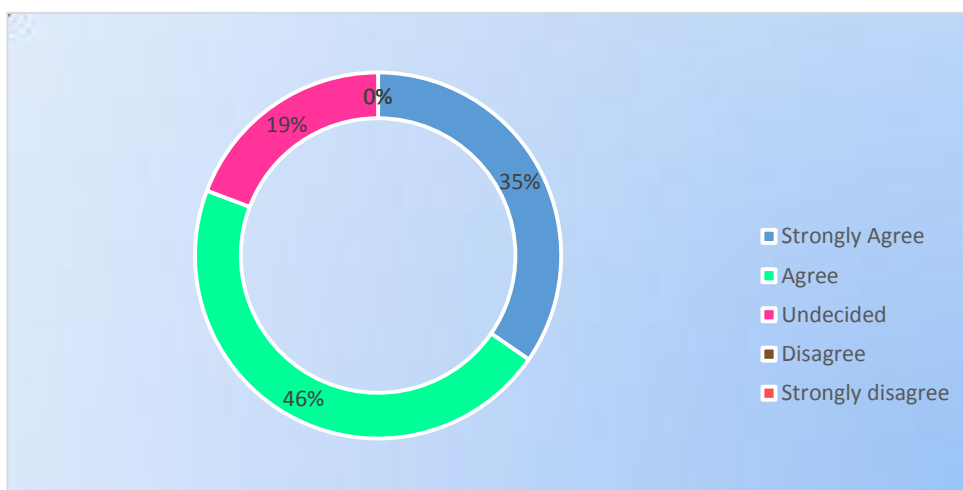


Figure 8. Students' Questionnaire

Analysis & Interpretation: As it can be seen, 35% of the students totally agreed on this statement and 46% of the sample partially agreed. One can said that 81% were so interested to learn new words because they wrote constantly new words in their notebooks. However, when they were playing video games; they focused their attention on the key words because of the time.

QUESTION 3

3. The virtual world of the video Game helped me to get the meaning of the words.

Chart 8. Students' Questionnaire

Opinion level of Interpretation of the score	Frequency	Percentage
Strongly Agree	10	38%
Agree	12	46%
Undecided	3	12%
Disagree	0	0 %
Strongly Disagree	1	4%
Total	26	100%

Source: applied to the students of eleventh graders, Unidad Educativa San Jose de Calasanz

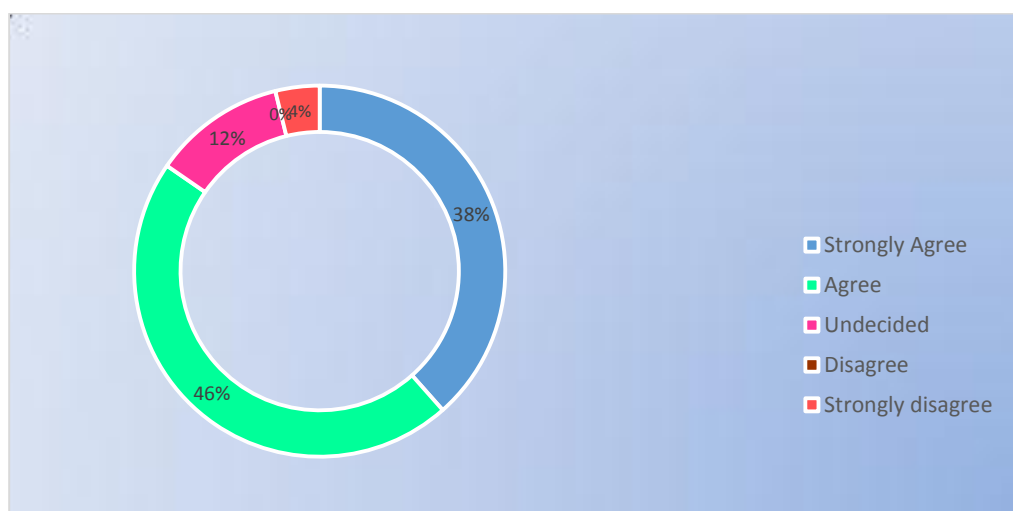


Figure 9. Students' Questionnaire

Analysis & Interpretation: As the figure indicates, the majority of the pupils thought it help them and they pointed out that they learned the meaning of the words easily because through the characters' actions were simply to interpret what the words means. Some of students did not comment about it.

QUESTION 4

4. I learn new words visually

Chart 9. Students' Questionnaire

Opinion level of Interpretation of the score	Frequency	Percentage
Strongly Agree	18	67%
Agree	5	18%
Undecided	1	4%
Disagree	3	11%
Strongly Disagree	0	0%
Total	26	100%

Source: applied to the students of eleventh graders, Unidad Educativa San Jose de Calasanz

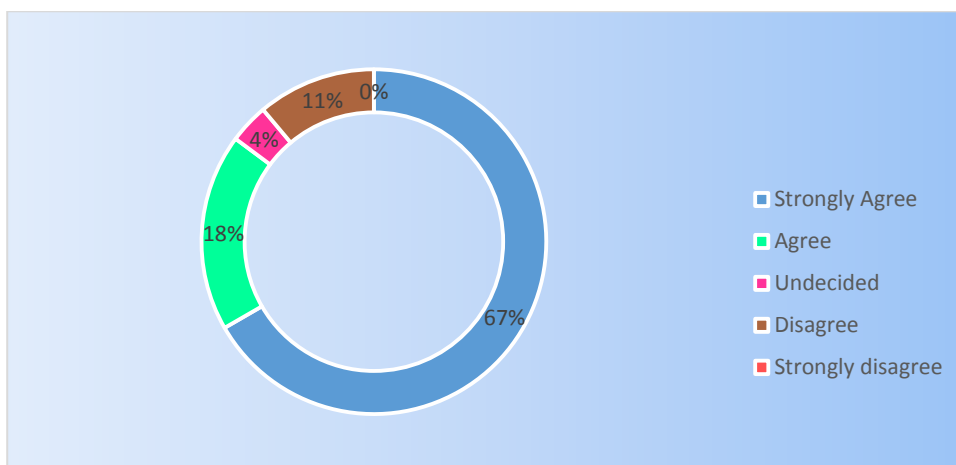


Figure 10. Students' Questionnaire

Analysis & Interpretation: As it is shown, a strong 85% highlighted that they got the meaning the words through visuals because they are always something good and productive. On the contrary, 11% of students did not agree on this statement because they preferred rote learning. The other 4% did not express their opinions.

QUESTION 5

5. Repeated exposure provided by the video game helped me learn new words

Chart 10. Students' Questionnaire

Opinion level of Interpretation of the score	Frequency	Percentage
Strongly Agree	6	23%
Agree	12	46%
Undecided	5	19%
Disagree	3	12%
Strongly Disagree	0	0%
Total	26	100%

Source: applied to the students of eleventh graders, Unidad Educativa San Jose de Calasanz

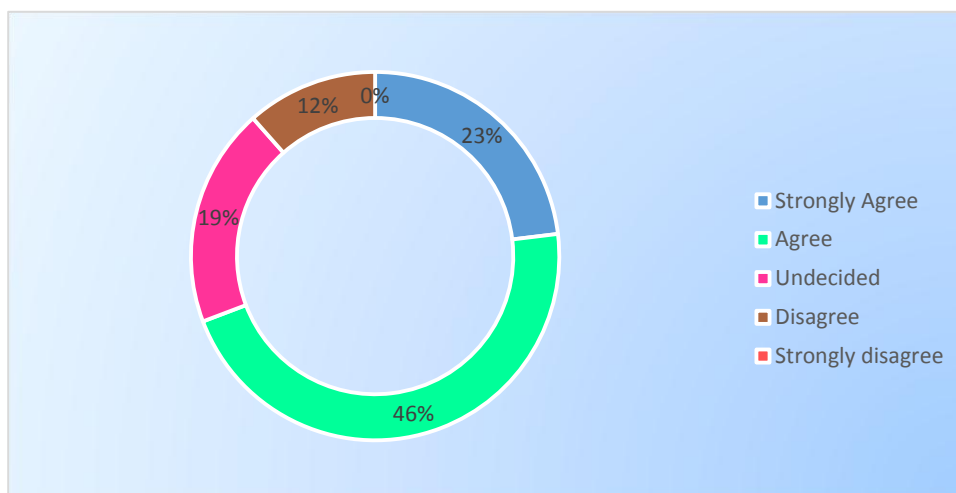


Figure 11. Students' Questionnaire

Analysis & Interpretation: As we can see, there were 12 % of students who did not believe that this kind of technique was not effective to learn new words. However, the majority of students said that they increased their vocabulary thank to this process. They consider that in this way was easier to learn words instead of memorizing large list of words.

QUESTION 6

6. I do not get nervous when I do not know the meaning of the words in a video games

Chart 11. Students' Questionnaire

Opinion level of Interpretation of the score	Frequency	Percentage
Strongly Agree	15	58%
Agree	9	34%
Undecided	2	8%
Disagree	0	0%
Strongly Disagree	0	0%
Total	26	100%

Source: applied to the students of eleventh graders, Unidad Educativa San Jose de Calasanz

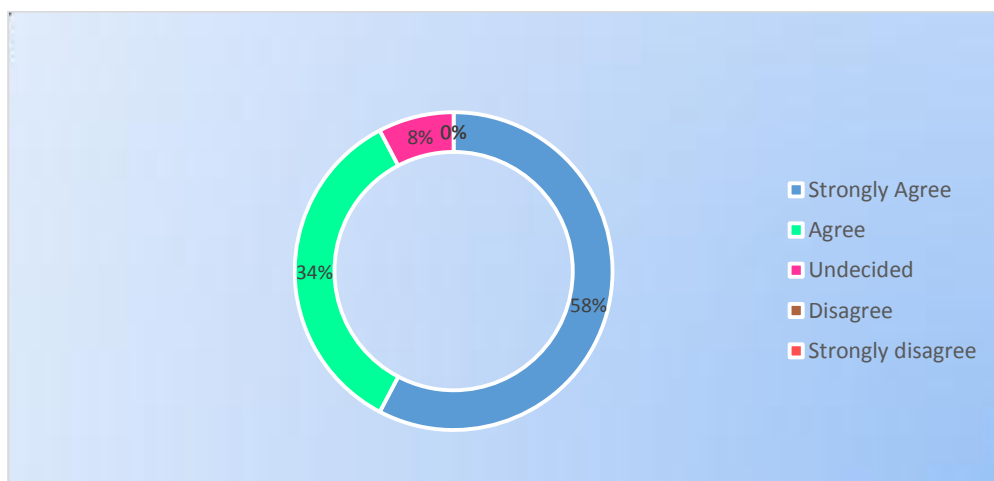


Figure 12. Students' Questionnaire

Analysis & Interpretation: Most of the students agreed on this statement. Undoubtedly, learners felt less inhibit when they were playing video games. Thus, were not worried about making mistakes. Students only focused on the objectives of the video game and the points that they earned during the game.

QUESTION 7

7. I think video games make language learning more engaging

Chart 12. Students' Questionnaire

Opinion level of Interpretation of the score	Frequency	Percentage
Strongly Agree	14	54%
Agree	7	27%
Undecided	2	7%
Disagree	2	8%
Strongly Disagree	1	4%
Total	26	100%

Source: applied to the students of eleventh graders, Unidad Educativa San Jose de Calasanz

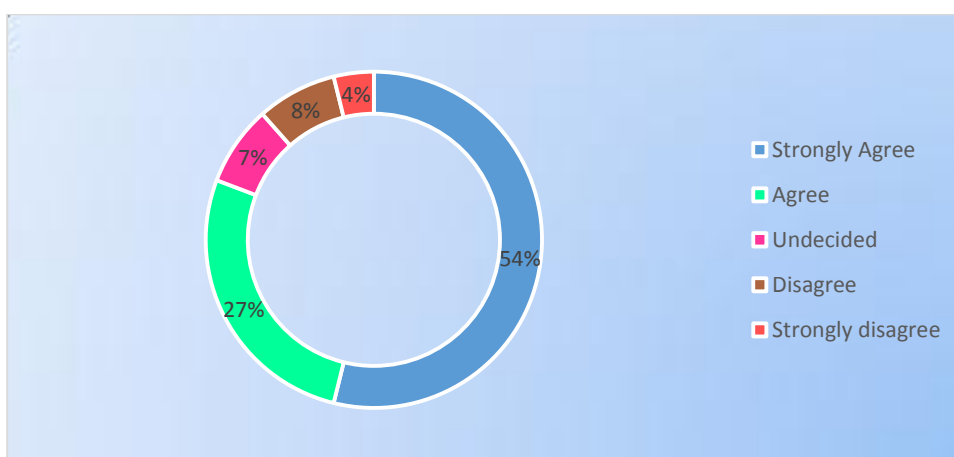


Figure 13. Students' Questionnaire

Analysis & Interpretation: This figure shows that just few students considered that video game was not good tool for teaching English process. On the contrary, according to the percentage, most of learners saw in this methodology a new alternative to learn because video games make them spend long hours without losing their interest.

QUESTION 8

8. The meaning of the words became crystal clear by support of extension activities.

Chart 13. Students' Questionnaire

Opinion level of Interpretation of the score	Frequency	Percentage
Strongly Agree	15	58%
Agree	9	34%
Undecided	2	8%
Disagree	0	0%
Strongly Disagree	0	0%
Total	26	100%

Source: applied to the students of eleventh graders,
Unidad Educativa San Jose de Calasanz
By: Mayra Gabriela Iñamagua A.

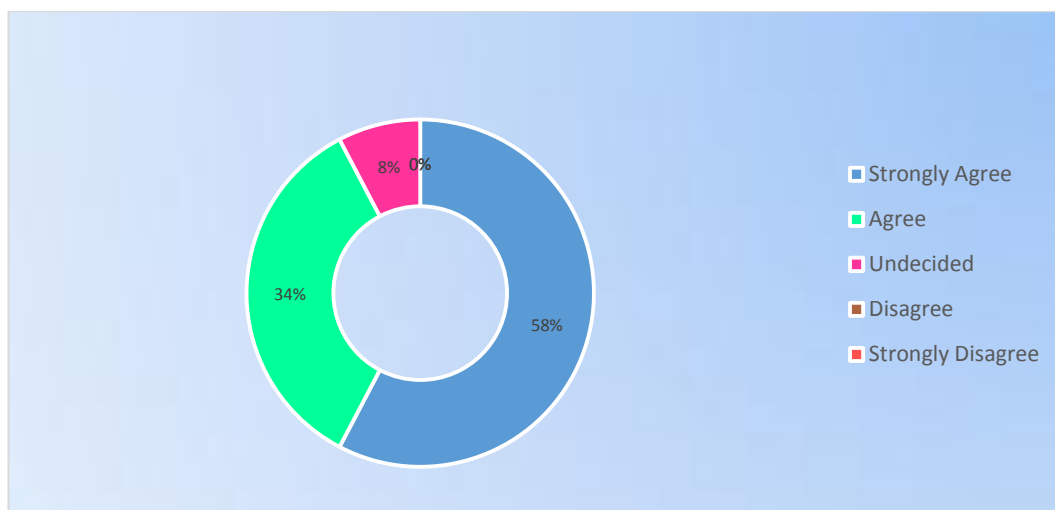


Figure 14. Students' Questionnaire

Analysis & Interpretation: This figure shows 92% supported the idea that the extension activities were so helpful to recall the words learned in the video game. Likewise, the reinforcement that they provided were meaningful because they built their vocabulary, which will be applied from now on.

4.4 Analysis of the Students' pre & post-tests

PRE & POST-TESTS RESULTS

In order to demonstrate the results of the pre and post-tests. It was necessary to have a pre-test and a post-test to see what the level was (starting stage) and what the level was (ending stage). Thus, one can observed if there was any outcome on the teaching-learning process of English as a foreign language when using video games.

Chart 14. Eleventh Graders' Pre- Post-Test

Indicator	Pre-Test	Post-Test
Students	38 %	74%
Total	100 %	100 %

Source: applied to the students of eleventh graders,
Unidad Educativa San Jose de Calasanz
By: Mayra Gabriela Iñamagua A.

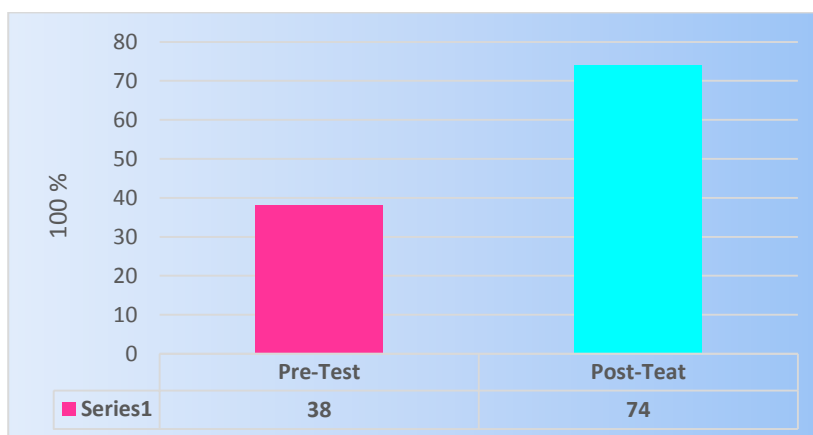


Figure 15. Eleventh Graders' Pre-Test and Post-Test

Analysis & Interpretation: There was low scholars performance because they did not have previous knowledge of what they were tested on. The results shown that over 100% they got 38% on this test. On the contrary, after four weeks of treatment students improved their grade, which represented 74% over 100 %. These findings allow me to conclude that this project was successful because the methodology applied really worked on the students; besides, learners took benefit of what was taught in class.



CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

This research carried out the following conclusions and recommendations:

- Students' attention is one of the most important role that technology offers. Therefore, ICT application contribute on learners' knowledge.
- The use of a strategy based on video games to teach English vocabulary helped students to improve their learning of receptive English vocabulary.
- The incorporation of extension activities as a reinforcement tool in the EFL classroom, help students in the acquisition of new vocabulary; likewise, the improvement of pronunciation.
- Video Games are an excellent tool to help EFL students learn vocabulary (meaning and pronunciation). They feel more comfortable, motivated and engaged while working with video games.
- Using Video Games was effective because most of the students preferred to learn by using technological resources, which some authors consider the tool of the new generation.
- Video Games provide an extensive range of advantages to both educators and teenage learners. These benefits are the enjoyment of the classes by the students and the meaningful learning.



- Video Games provide to the teacher opportunity to approach students with different learning styles such as: Kinesthetic, visual, interpersonal among others.



5.2 RECOMMENDATIONS

- The institution itself should have professionals that know about the subject or unless domain basic knowledge in this one. It is mean that not any teacher can be in charge of English subject because even though those people do the best of themselves, they are not able to perform as well as an English teacher.
- Teachers should constantly update their knowledge in order to avoid tediousness in class.
- Educators should keep students away from repetition learning, which can create a difficult environment to learn a new language.
- Teachers should show interest in using technological resources in order to improve and innovate daily teaching practices.
- Educators should find activities that really motivate students to learn a foreign language. In this way, educators and learners feel comfortable in class enjoying the lesson.
- Video games have become a popular and effective tool in EFL classroom, nowadays. Then institutions should implement the use of video games in their classrooms and train teachers to use them.



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ANNEXES

APPENDIX 1. Requesting permission from the “San Jose de Calasanz” high school principal

Cañar, 25 de Agosto del 2015

Padre
Marco Abad
Rector de la Unidad Educativa San José de Calasanz
Su Despacho

De mis consideraciones:

Yo Mayra Gabriela Iñamagua Acero alumna de la carrera de Lengua y Literatura Inglesa de la Universidad de Cuenca, llevo ante ud con un atento y cordial saludo deseándole éxitos en su labor diaria.

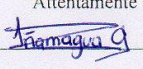
Conciente de la enorme trascendencia que posee las nuevas herramientas tecnológicas en el proceso de la enseñanza- aprendizaje del Idioma Inglés en la actualidad. He decidido como parte de mi trabajo de investigación para la obtención de mi título de licenciada en Ciencias de la Educación, especialidad Lengua y Literatura Inglesa, desarrollar mi proyecto final en esta representativa institución educativa. Cuyo proposito del mismo es la adquisición de nuevo vocabulario en los estudiantes por medio de un video juego educativo llamado “Trace Effects” y el refuerzo del mismo a través de actividades de extensión.

Para este fin y conocedora de su espíritu de apoyo a todo proceso que implique la mejora académica de la institución y de los educandos, solicito a usted de la manera más comedida, se sirva conceder el permiso para la aplicación- observación de la mencionada metodología y proceso investigativo en los periodos de la clase en el curso: segundo de Bachillerato General Unificado paralelo “A” en la sección diurna. Hecho que permitirá mejorar las prácticas docentes y metodológicas.

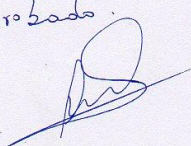
El estudio se llevaría a cabo durante las horas de clase , sin que esto signifique perjuicio alguno a los alumnos, debido a que todos serán partícipes de este proyecto investigativo.


La información obtenida será totalmente confidencial, es decir sera registrada de manera anónima y los resultados conseguidos serán presentado en términos generales, sin mencionar nombre o curso.

Con confianza de que la presente será atendida positivamente, anticipo mis mas sinceros agradecimientos.

Atentamente

Gabriela Iñamagua
0302714720

Visto bueno y aprobado.




RECTORADO



APPENDIX 2. Parental consent letter



"Educarn es liberar"

UNIDAD EDUCATIVA "SAN JOSE DE CALASANZ"
Telfs. 2235-089 2235-467
E-mail: calasanz64@hotmail.es
Cañar - Ecuador

Estimados padres de familia y/o representantes de los (as) estudiantes del segundo de Bachillerato General Unificado "A". Luego de un atento saludo y por petición de la Srta. Iñamagua Acero Mayra Gabriela estudiante egresada de la carrera de Lengua y Literatura Inglesa, Facultad de Filosofía Letras y Ciencias de la Educación de la Universidad de Cuenca, como requisito indispensable para su titulación ha escogido este curso para trabajar con su proyecto de investigación titulado "Trace Effects computer video game as a didactic tool in the EFL claassroom to enhece students' vocabulary in eleventh grade at Unidad Educativa "San José de Calasanz" high school" (El uso de un video juego llamado "Trace Effects" como una herramienta didáctica en el aula de Inglés como Lengua Extranjera para mejorar el vocabulario de los estudiantes en el segundo de bachillerato general unificado en la Unidad Educativa "San José de Calasanz) la señorita tomará veinte sesiones, diez de las mismas serán dedicadas a clases mediante la utilización de la herramienta tecnológica en el aula de computo de Inglés, ocho sesiones para refuerzo con las actividades de extensión y las dos últimas horas se utilizarán para las evaluaciones previa y final. Finalmente, cabe señalar que la obtención obtenida será sumamente confidencial y no afectara a sus calificaciones en la asignatura. Es necesario que ustedes estén al tanto de este proyecto y que se puedan comunicar con la institución si existiera algún inconveniente.

Consciente de que este proceso implica el mejoramiento de las estrategias de enseñanza-aprendizaje del idioma Inglés para nuestra institución y en este caso para beneficio de su representado, sírvase firmar la presente.

Atentamente,

Prof. Alexandra Vivar F.

PROFESORA DE IDIOMA EXTRANJERO
Segundo de Bachillerato General Unificado

Representante del estudiante



APPENDIX 3. Certified of the principal



Unidad Educativa Fiscomisional
"San José de Calasanz"
Padres Escolapios - Cañar



EL SUSCRITO RECTOR DE LA
UNIDAD EDUCATIVA
FISCOMISIONAL **"SAN JOSÉ
DE CALASANZ"**.

CERTIFICA:

Que, la señorita Iñamagua Acero Mayra Gabriela alumna egresada de la Escuela de Lengua y Literatura Inglesa Facultad de Filosofía y Ciencias de la Educación de la Universidad de Cuenca, ha realizado su proyecto de investigación en este Establecimiento Educativo desde el 29 de septiembre al 29 de octubre de 2015.

Es todo cuanto puedo certificar en honor a la verdad y para los fines pertinentes.

Cañar, 4 de noviembre de 2015.



P. Marco Abad S.
RECTOR



Dirección: Avda. Paseo de los Cañaris – Vía a Quilloac (Sector Guantug)
Telfs. 2235-089 2235-467 E-mail: calasanz64@hotmail.es



Appendix 4. Certified of the English Teacher



UNIDAD EDUCATIVA "SAN JOSE DE CALASANZ"

Telfs. 2235-089 2235-467

E-mail: calasanz64@hotmail.es

Cañar - Ecuador

"Educar es liberar"

Cañar, 30 de Octubre del 2015

La suscrita Profesora Ing. Alexandra Victoria Vivar Flores maestra de Lengua y Literatura Inglesa

CERTIFICA

Que la Srta. **IÑAMAGUA ACERO MAYRA GABRIELA** alumna egresada de la Escuela de Lengua y Literatura Inglesa Facultad de Filosofía y Ciencias de la Educación de la Universidad de Cuenca, ha realizado su proyecto de investigación en este Establecimiento Educativo desde el 29 de septiembre al 29 de octubre del 2015.

En espera de su atención, le reitero los sentimientos de consideración y estima.

REVIEWED
30 OCT 2015 10
Alexandra Vivar F.
ENGLISH TEACHER

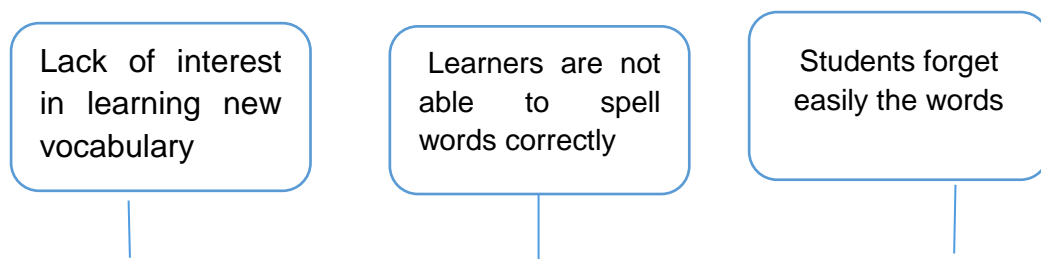
Atentamente,

Ing. Alexandra Vivar F.
PROFESORA

Appendix 5. Problem Tree

PROBLEM TREE

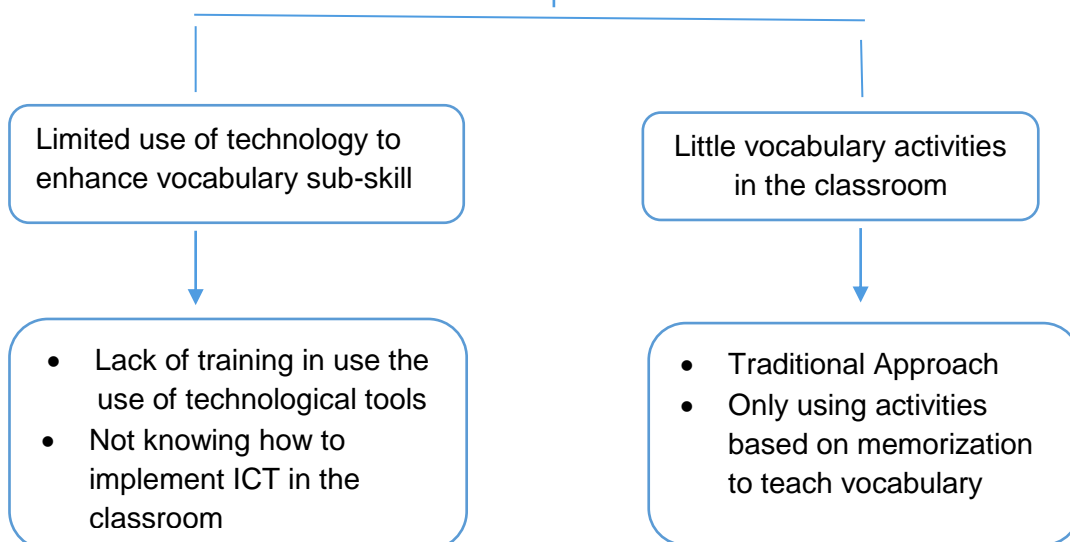
EFFECTS



Main Problem

Lack of development of the vocabulary sub-skill

CAUSES





Appendix 6. Student's Survey

UNIDAD EDUCATIVA SAN JOSÉ DE CALASANZ

Student's Survey

1. Do you like English language? Why?

Yes _____

No _____

2. How often does your teacher use technological gadgets to teach English?

Always

Sometimes

Never

3. Which of the following didactic tools does your educator use in class?

Audio CD _____

English Book _____

Extra worksheets _____

Projector _____

Video Games _____

4. How do you feel with the idea of implementing video games to learn English?

Motivated _____

Unmotivated _____

Other _____

5. What do you want to learn when you are playing video games?

Grammar _____

Vocabulary _____

Pronunciation _____

THANKS FOR YOUR HELP



Appendix 7. Pre-Test & Post -Test

1. READING SKILL: READ THE TEXT AND UNSCRAMBLE THE WORDS ACCORDING TO THE PICTURES.

1. DYDUB



2. OCSTERUM



3. MRTEKA



4. NAPATIC



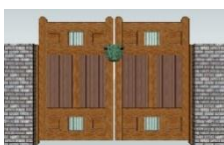
5. ASTERCS



6. ROTRAC



7. TEAG



8. LECEYR



9. AMP



10. MRUD



11. ETAHTEL



12. MASUNISIC



13. DABORCDRA



14. TSRAH



15. ANC





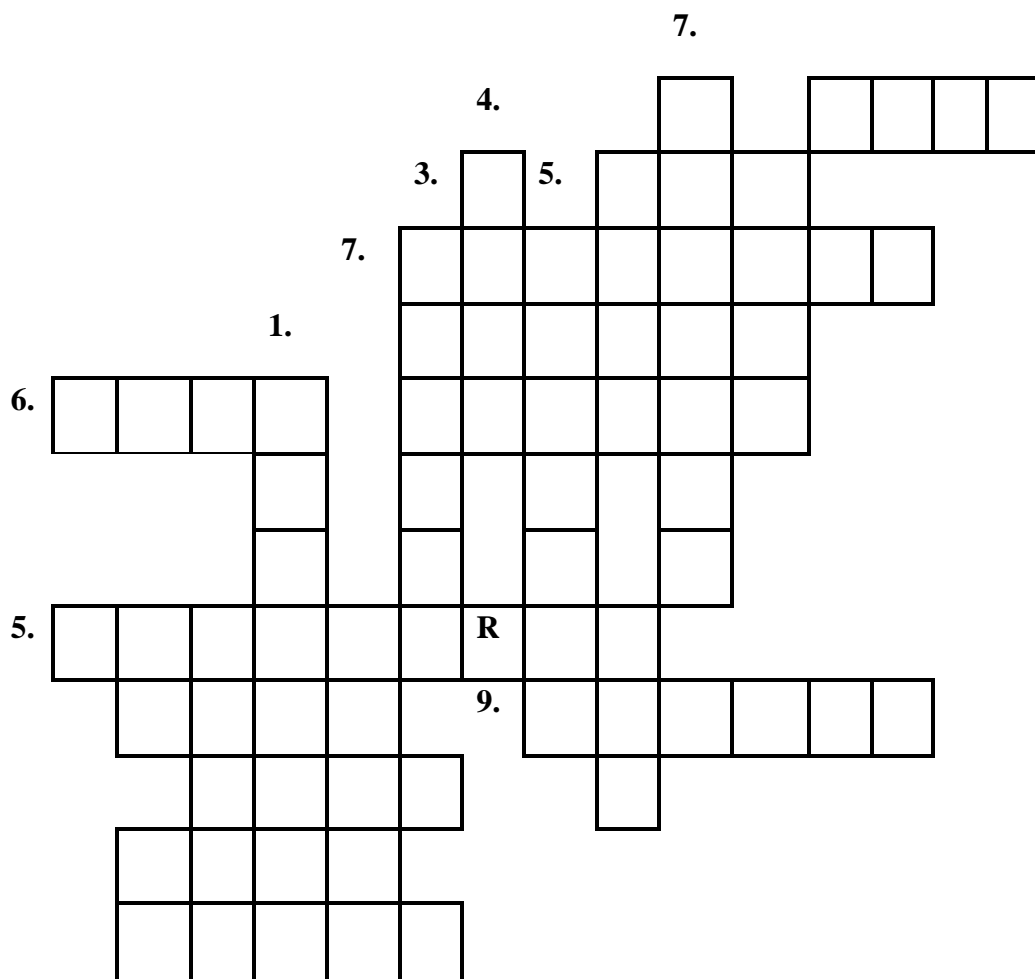
2. READING SKILL: READ AND MATCH THE WORD WITH ITS DEFINITION.










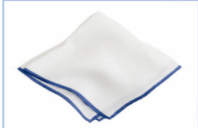
- a) _____ Account
- b) _____ Accident
- c) _____ Brouchure
- d) _____ Concert
- e) _____ Downtown
- f) _____ Election
- g) _____ Ingredients
- h) _____ Leader
- i) _____ Majority
- j) _____ Mathete
- k) _____ Play
- l) _____ Rival
- m) _____ Thespian
- n) _____ Key
- o) _____ Aluminum
- p) _____ Quad
- q) _____ Machine

- 1. A small book giving information on something.
- 2. A piece of equipment with several moving parts which uses power to do a particular type of work
- 3. A drama where actors and actresses stand on stage and act out a story.
- 4. A square space outside, which has buildings on all four sides, especially in a school or college
- 5. Food that are combined to make a dish.
- 6. An actor or actress who is in plays or movies.
- 7. Light-grey colored metal used to make cans.
- 8. An object used to open a house or car door.
- 9. An even when a band plays their music for a group of people.
- 10. Person who is very good at math and takes part in math competitions
- 11. When you are hurt or your bike or car is broken.
- 12. The time when people vote to choose a leader.
- 13. More than half.
- 14. Someone who gets other people to do things; someone who organize; someone who makes decisions.
- 15. The center are of a town.
- 16. A place where someone's money is stored (either with cash or credit)
- 17. Competitor or challenger; the other person who wants to win.



**3. WRITING SKILL: COMPLETE THE CROSSWORD PUZZLE
ACCORDING TO THE PICTURE.**



DOWN ↓	ACROSS →
1. 	1. 
2. 	2. 
3. 	3. 
4. 	4. 
5. 	5. 
6. 	6. 
7. 	7. 
8. 	8. 
9. 	9. 



**4. WRITING SKILL: CHOOSE THE CORRECT ANTONYM OF THE VERBS
IN THE BOX BELOW AND WRITE IT ON THE LINE.**

Join	Remember	Reject	Ignore	Disgust	Hide
Forbid	Dissuade	Destroy	Buy	Decrease	Fail
Hate	Start	Enter	Lose	Leave	Go
				Fire	Damage

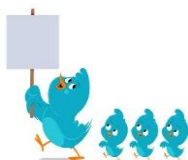
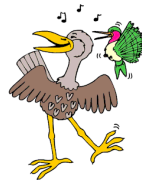
Verbs

Antonym

- | | |
|--------------|-------|
| 1. ALLOW | _____ |
| 2. ENTER | _____ |
| 3. FINISH | _____ |
| 4. CONVINCE | _____ |
| 5. MAKE | _____ |
| 6. SUCCED | _____ |
| 7. FIX | _____ |
| 8. LEAVE | _____ |
| 9. GET | _____ |
| 10. RAISE | _____ |
| 11 EMPLOY. | _____ |
| 12. SELL | _____ |
| 13. SEPARATE | _____ |
| 14. FORGET | _____ |
| 15. ACCEPT | _____ |
| 16. SHOW | _____ |
| 17. STAY | _____ |
| 18. KNOW | _____ |
| 19. LOVE | _____ |
| 20. LIKE | _____ |

5. READING SKILL: LOOK AT THE PICTURES AND DECIDE WHICH VERB CORRESPONDS IN EACH CASE.

Deliver	Vote	Return	Catch	Crush	Flatten	Protest
Decorate	Hurt	Print	Recyclable	Wash	Pollute	
Share	Taste	Sing	Vow	Compost	Break	Follow





6. WRITING SKILL: FORM THE VERB CORRECTLY IN EACH SENTENCE AND REWRITE THE SENTENCES.

1. Trace and George **STVI** George's home.

2. Trace persuades Isabella to **RTY** the vegetables soup.

3. Trace and his friends **TELAVR** to the Grand Canyon in Arizona.

4. George and Zach **LATK** to the newspaper editor.

5. Trace and George **EMTE** the walkers, and a family of exercise enthusiasts.

6. They **HOTRW** water bottles away.

7. Trace and George **IVGE** the walkers a recycling bin.

8. Trace and George **BIGNR** a decorated bag to Sydney.

9. They **RAEGE** to use the new bag.

10. Trace and George **DFNI** Jaime, the park ranger.

Appendix 8. Result obtained from the pre-test applied to the experimental course.



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Cañar - Ecuador

"Educar es liberar"

	SEGUNDO BGU "A"	Pre-Test	Post-Test
	APELLIDOS Y NOMBRES	10	10
1	Abad Barahona Vanessa Isabel	4,7	8,1
2	Agualema Valdez Darwin Lorenzo	2,5	5,9
3	Bermejo Fajardo Jonnathan Sebastian	2,3	5,8
4	Bermeo Peñalosa José Luis	4,3	5,2
5	Buñay Jarro Álvaro David	5,2	8,3
6	Buscan Pinguil Atic Camas	2,1	7,1
7	Campoverde Patiño Luis Armando	3,8	5,8
8	Carchi Zaruma Cristian Benjamín	3,3	7
9	Chuma Álvarez Jessica Marisol	4,1	7,2
10	Coronel López Mónica Yolanda	4,9	8,9
11	Défaz Serpa Juan Sebastián	5	8,2
12	Duy Tenezaca Lourdes Margarita	3,1	6,7
13	Guaman Pichizaca Alex Darío	3,5	6,5
14	Guaman Pichizaca Claudia Josefina	6,9	9,3
15	Jimenez Rodríguez Daniela Dolores	5,1	8
16	Loja Quinde Francisco Rubén	2,7	7,1
17	Mainato Acero Luis Raúl	4,4	6,3
18	Paida Jaramillo Carlos Sebastián	4,5	8,2
19	Pichizaca Pichizaca Jhonathan Isidoro	2,5	7,6
20	Pizha Guamán Jonathan Daniel	3,4	7,7
21	Rodriguez Gavilanes Ginger de la Nube	4,5	8,8
22	Romero Yépez Lizbeth Alexandra	3,5	8,6
23	Solano Pichizaca Bryan Israel	3,3	7,7
24	Solano Pichizaca Sandra Mercedes	3,2	7,8
25	Verdugo Parra Juan Paul	4,2	8
26	Zhinin Aguayza Raul Santiago	3,1	6,8

Appendix 9. ANSWER SHEET OF EXERCISES

1. READING SKILL: READ THE TEXT AND UNSCRAMBLE THE WORDS ACCORDING TO THE PICTURES.

1. DYDUB



BUDDY

2. OCSTERUM



COSTUMER

3. MRTEKA



MARKET

4. NAPATIC



CAPTAIN

5. ASTERCS



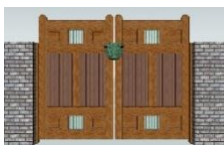
ACTRESS

6. ROTRAC



CARROT

7. TEAG



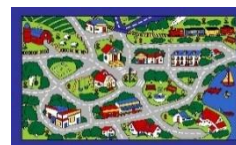
GATE

8. LECEYR



CELERY

9. AMP



MAP

10. MRUD



DRUM

11. ETAHTEL



ATHLETE

12. MASUNISIC



MUSICIAN

13. DABORCDRA



CARDBOARD

14. TSRAH



TRASH

15. ANC



CAN



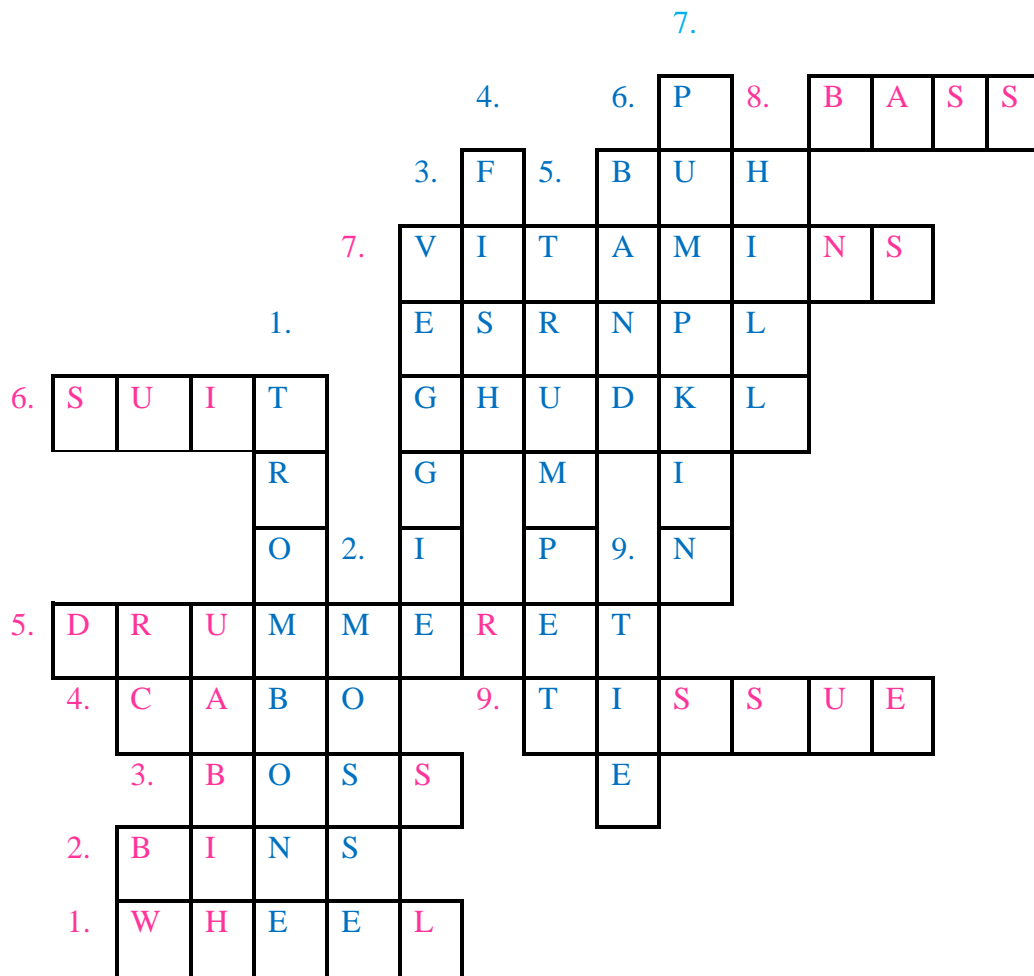
2. READING SKILL: READ AND MATCH THE WORD WITH ITS DEFINITION.

a)	16	Account
b)	11	Accident
c)	1	Brouchure
d)	9	Concert
e)	15	Downtown
f)	12	Election
g)	5	Ingredients
h)	14	Leader
i)	13	Majority
j)	10	Mathete
k)	3	Play
l)	17	Rival
m)	6	Thespian
n)	8	Key
o)	7	Aluminum
p)	4	Quad
q)	2	Machine

1. A small book giving information on something.
2. A piece of equipment with several moving parts which uses power to do a particular type of work
3. A drama where actors and actresses stand on stage and act out a story.
4. A square space outside, which has buildings on all four sides, especially in a school or college
5. Food that are combined to make a dish.
6. An actor or actress who is in plays or movies.
7. Light-grey colored metal used to make cans.
8. An object used to open a house or car door.
9. An even when a band plays their music for a group of people.
10. Person who is very good at math and takes part in math competitions
11. When you are hurt or your bike or car is broken.
12. The time when people vote to choose a leader.
13. More than half.
14. Someone who gets other people to do things; someone who organize; someone who makes decisions.
15. The center are of a town.
16. A place where someone's money is stored (either with cash or credit)
17. Competitor or challenger; the other person who wants to win.



3. WRITING SKILL: COMPLETE THE CROSSWORD PUZZLE ACCORDING TO THE PICTURE.



DOWN ↓	ACROSS →
1. 	1. 
2. 	2. 
3. 	3. 
4. 	4. 
5. 	5. 
6. 	6. 
7. 	7. 
8. 	8. 
9. 	9. 



4. WRITING SKILL: CHOOSE THE CORRECT ANTONYM OF THE VERBS IN THE BOX BELOW AND WRITE IT ON THE LINE.

Join	Remember	Reject	Ignore	Disgust	Forbid	
Dissuade	Destroy	Buy	Decrease	Fail	Hate	Start
Enter	Lose	Leave	Go	Fire	Hide	Damage

Verbs	Antonym
1. ALLOW	FORBID
2. ENTER	LEAVE
3. FINISH	START
4. CONVINCE	DISSUADE
5. MAKE	DESTROY
6. SUCCED	FAIL
7. FIX	DAMAGE
8. LEAVE	ENTER
9. GET	LOSE
10. RAISE	DECREASE
11. EMPLOY	FIRE
12. SELL	BUY
13. SEPARATE	JOIN
14. FORGET	REMEMBER
15. ACCEPT	REJECT
16. SHOW	HIDE
17. STAY	GO
18. KNOW	IGNORE
19. LOVE	HATE
20. LIKE	DISGUST

5. READING SKILL: LOOK AT THE PICTURES AND DECIDE WHICH VERB CORRESPONDS IN EACH CASE.

Deliver	Vote	Return	Catch	Crush	Flatten	Protest	Decorate
Hurt	Print	Recycle	Wash	Pollute	Share	Taste	Sing
Vow	Compost	Break	Follow				



TASTE



COMPOST



SING



BREAK



VOW



PROTEST



GRIND



RETURN



PRINT



DECORATE



CATCH



HURT



POLLUTE



SHARE



FLATTEN



VOTE



FOLLOW



RECYCLE



DELIVER



WASH



6. WRITING SKILL: FORM THE VERB CORRECTLY IN EACH SENTENCE AND REWRITE THE SENTENCES.

1. Trace and George **STIV** George's home.

Trace and George **visit** George's home.

2. Trace persuades Isabella to **RTY** the vegetables soup.

Trace persuades Isabella to **try** the vegetables soup.

3. Trace and his friends **TELAVR** to the Grand Canyon in Arizona.

Trace and his friends **travel** to the Grand Canyon in Arizona.

4. George and Zach **LATK** to the newspaper editor.

George and Zach **talk** to the newspaper editor.

5. Trace and George **EMTE** the walkers, and a family of exercise enthusiasts.

Trace and George **meet** the walkers, and a family of exercise enthusiasts.

6. They **HOTRW** water bottles away.

They **throw** water bottles away.

7. Trace and George **IVGE** the walkers a recycling bin.

Trace and George **give** the walkers a recycling bin.

8. Trace and George **BIGNR** a decorated bag to Sydney.

Trace and George **bring** a decorated bag to Sydney.

9. They **RAEGE** to use the new bag.

They **agree** to use the new bag.

10. Trace and George **DFNI** Jaime, the park ranger.

Trace and George **find** Jaime, the park ranger.



Appendix 10. Booklet

UNIVERSITY OF CUENCA

Activities to teach vocabulary



By: Iñamagua Acero Mayra Gabriela



INTRODUCTION

Teaching and practicing English vocabulary could become a useful task if educators use a diversity of activities every day.

This booklet has been design based on Trace Effects' vocabulary. Also, it contains basic vocabulary predicated on reading and writing skills to be used in an EFL classroom.

**1. READING & WRITING SKILL: ACORDING TO THE PICTURES,
COMPLETE THE WORDS WITH THE MISSING LETTER.**

1.



C _ _ T _ _ R

2.



_ C _ _ E _ _

3.



_ _ D _ _

4.



C _ _ _ O _

5.



_ _ L _ _ R _

6.



M _ _ _ E _

7.



_ A _ _ _ N

8.



_ _ _ I _ _ N

9.



_ _ _

10.



_ _ _

11.



G _ _ _

12.



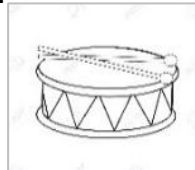
_ T _ _ _ E

13.



T _ _ _ H

14.



_ _ _ M

15.



C _ _ _ _ _ D



**2. READING SKILL: FIND THE FOLLOWING 17 WORDS ON THE
WORDSEARCH.**

WORDSEARCH VOCABULARY


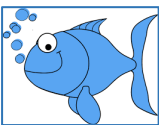
L	Q	U	A	D	T	H	I	C	E	O	N	C	E	R	T	R
F	E	T	Y	H	H	G	N	I	J	F	Y	W	Y	V	P	T
H	E	W	Y	Y	E	S	G	D	O	W	N	T	O	W	N	F
J	T	A	E	E	S	B	R	O	O	U	L	D	N	B	J	H
K	E	Z	K	B	P	G	E	N	Q	E	R	R	U	C	F	S
A	H	Q	Q	A	I	I	D	U	T	N	I	E	J	Y	T	B
W	T	P	W	S	A	L	I	Y	N	I	G	D	M	G	J	R
B	A	M	U	S	N	O	E	T	E	H	K	A	V	J	R	I
B	M	A	O	M	I	K	N	S	D	C	R	E	D	K	M	V
R	U	J	C	T	P	W	T	O	I	A	T	L	B	U	T	A
O	Y	O	S	A	O	K	S	N	C	M	O	A	N	N	L	L
C	Q	R	R	U	Z	Y	I	A	C	G	D	I	U	U	Z	E
H	U	I	N	S	A	D	C	N	A	O	M	O	Y	A	E	Q
U	T	T	Y	L	I	G	K	K	P	U	C	C	A	S	J	I
R	R	Y	P	O	T	I	O	H	L	C	C	J	L	C	T	K
E	F	T	C	P	R	A	F	A	A	J	T	I	K	T	U	L
E	S	A	R	T	E	L	E	C	T	I	O	N	L	U	L	Q



DEFINITIONS OF WORDS

1. **Brouchure.**_ A small book giving information on something.
2. **Thespian.**_ An actor or actress who is in plays or movies.
3. **Machine.**_ A piece of equipment with several moving parts which uses power to do a particular type of work.
4. **Play.**_ A drama where actors and actresses stand on stage and act out a story.
5. **Quad.**_ A square space outside, which has buildings on all four sides, especially in a school or college
6. **Ingredients.**_ Food that are combined to make a dish.
7. **Aluminum.**_ Light-grey colored metal used to make cans.
8. **Key.**_ An object used to open a house or car door.
9. **Concert.**_ An even when a band plays their music for a group of people.
10. **Mathete.**_ Person who is very good at math and takes part in math competitions
11. **Accident.**_ When you are hurt or your bike or car is broken.
12. **Election.**_ The time when people vote to choose a leader.
13. **Majority.**_ More than half.
14. **Leader.**_ Someone who gets other people to do things; someone who organize; someone who makes decisions.
15. **Downtown.**_ The center are of a town.
16. **Account.**_ A place where someone's money is stored (either with cash or credit)
17. **Rival.**_ Competitor or challenger; the other person who wants to win.

3. READING SKILL: DISCOVERING EACH PICTURE AND MATHING WITH ITS MEANING

1. 	10. 
2. 	11. 
3. 	12. 
4. 	13. 
5. 	14. 
6. 	15. 
7. 	16. 
8. 	17. 
9. 	18. 



BIN	BASS
BOSS	HILL
DRUMMER	FISH
TRUMPET	TIE
SUIT	MOSS
PUMPKIN	BAND
TROMBONE	VEGUIE
TISSUE	WHEEL
VITAMINS	CAB



4. WRITING SKILL: CHOOSE THE CORRECT SYNONYM OF THE VERBS IN THE BOX BELOW AND WRITE IT ON THE LINE.

Refuse	Recall	Disgust	Repair	Ruin	Detest	Persuade
Increase	Divide	Ban	Depart	Obtain	Misplay	Wait
Connect	Leave	Repair	Decline	Permit	Hurt	

Verbs	SYNONYM
10.ALLOW	_____
11.JOIN	_____
12.HATE	_____
13.CONVINCE	_____
14.REJECT	_____
15. LOSE	_____
16.FIX	_____
17.LEAVE	_____
18.GET	_____
10. RAISE	_____
11 GO	_____
12. DESTROY	_____
13. SEPARATE	_____
14. FORBIT	_____
15. DECREASE	_____
16. SHOW	_____
17. STAY	_____
18. DISLIKE	_____
19. REMEMBER	_____
20. DAMAGE	_____

**5. READING SKILL: READ THE TEXT AND UNSCRUMBLE THE WORDS
ACCORDING TO THE PICTURE.**

1. ATEST



2. POCTSOM



3. THRU



4. SUCRH



5. ECEDORAT



6. EVTO



7. NISG



8. CTACH



9.SAWH



10. REYCELC



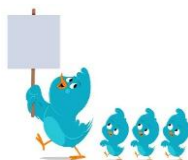
11. RABEK



12. TPERTOS



13. LOFWOL



14. TRUNRE



15. LEFTANT





6. WRITING SKILL: COMPLETE THE SENTENCES USING THE VERBS IN THE BOXES.

Find	Agree	Visit	Travel	Meet	Try
Give	Throw	Bring	Talk	Pollute	Vow
Print	Deliver	Share			

1. They won't _____ the river if you recycle the bottles.
2. Chef Mark needs someone to _____ sandwiches.
3. Trace and Ava _____ their ID to the worker in Students Service.
4. I _____ that I will return the basket.
5. Zach and his boss _____ three editions a day.
6. Tess is so glad that Trace and his frind could _____our holidays feast.
7. Trace and George _____ George's home.
8. Trace persuades Isabella to _____ the vegetables soup.
9. Trace and his friends _____ to the Grand Canyon in Arizona.
10. George and Zach _____to the newspaper editor.
11. Trace and George _____ the walkers, and a family of exercise enthusiasts.
12. They _____ water bottles away.
13. Trace and George _____ a decorated bag to Sydney.
14. They _____ to use the new bag.
15. Trace and George _____ Jaime, the park ranger.

Appendix 11. Answers sheet of booklet

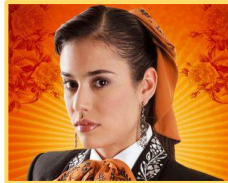
1. READING & WRITING SKILL: ACORDING TO THE PICTURES, COMPLETE THE WORDS WITH THE MISSING LETTER.

1.



C O S T U M E R

2.



A C T R E S S

3.



B U D D Y

4.



C A R R O T

5.



C E L L E R Y

6.



M A R K E T

7.



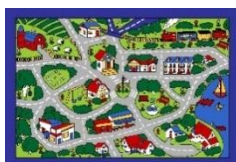
C A P T A I N

8.



M U S I C I A N

9.



M A P

10.



C A N



11.



G A T E

12.



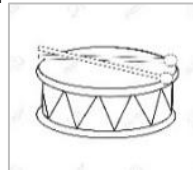
A T H L E T E

13.



T R A S H

14.



D R U M

15.



C A R D B O A R D



**2. READING SKILL: FIND THE FOLLOWING 17 WORDS ON THE
WORDSEARCH.**

WORDSEARCH VOCABULARY

L	Q	U	A	D	T	L	I	C	R	O	N	C	E	R	T	R
F	E	T	Y	H	H	G	N	I	J	F	Y	Z	V	Q	V	T
H	E	W	Y	Y	E	S	G	D	O	W	N	T	O	W	N	K
J	T	A	E	E	S	B	R	O	G	U	L	D	N	B	J	H
K	E	Z	K	B	P	G	E	N	H	E	R	R	U	C	F	S
A	H	Q	Q	A	I	I	D	U	T	N	I	E	J	Y	T	B
W	T	P	W	S	A	L	I	Y	N	I	G	D	M	G	J	R
B	A	M	U	S	N	O	E	T	E	H	K	A	V	J	R	I
B	M	A	O	M	I	K	N	S	D	C	R	E	D	K	M	V
R	U	J	C	T	P	W	T	O	I	A	T	L	B	U	T	A
O	Y	O	S	A	O	K	S	N	C	M	O	A	N	N	L	L
C	Q	R	R	U	Z	Y	I	A	C	G	D	I	U	U	Z	E
H	U	I	N	S	A	D	C	N	A	O	M	O	Y	A	E	Q
U	T	T	Y	L	I	G	K	K	P	U	C	C	A	S	J	I
R	R	Y	P	O	T	I	O	H	L	C	C	J	L	C	T	K
E	F	T	C	P	R	A	F	A	A	J	T	I	K	T	U	L
E	S	A	R	T	E	L	E	C	T	I	O	N	L	U	L	Q



DEFINITIONS OF WORDS

1. **Brouchure.**_ A small book giving information on something.
2. **Thespian.**_ An actor or actress who is in plays or movies.
3. **Machine.**_ A piece of equipment with several moving parts which uses power to do a particular type of work.
4. **Play.**_ A drama where actors and actresses stand on stage and act out a story.
5. **Quad.**_ A square space outside, which has buildings on all four sides, especially in a school or college
6. **Ingredients.**_ Food that are combined to make a dish.
7. **Aluminum.**_ Light-grey colored metal used to make cans.
8. **Key.**_ An object used to open a house or car door.
9. **Concert.**_ An even when a band plays their music for a group of people.
10. **Mathete.**_ Person who is very good at math and takes part in math competitions
11. **Accident.**_ When you are hurt or your bike or car is broken.
12. **Election.**_ The time when people vote to choose a leader.
13. **Majority.**_ More than half.
14. **Leader.**_ Someone who gets other people to do things; someone who organize; someone who makes decisions.
15. **Downtown.**_ The center are of a town.
16. **Account.**_ A place where someone's money is stored (either with cash or credit)
17. **Rival.**_ Competitor or challenger; the other person who wants to win.

3. READING SKILL: DISCOVERING EACH PICTURE AND MATHING WITH ITS MEANING

1. 	10. 
2. 	11. 
3. 	12. 
4. 	13. 
5. 	14. 
6. 	15. 
7. 	16. 
8. 	17. 
9. 	18. 



11. BIN	17. BASS
12. BOSS	8. HILL
14. DRUMMER	4. FISH
7. TRUMPET	9. TIE
15. SUIT	2. MOSS
7. PUMPKIN	8. BAND
1. TROMBONE	3. VEGUIE
18. TISSUE	10. WHEEL
16. VITAMINS	13. CAB



4. WRITING SKILL: CHOOSE THE CORRECT SYNONYM OF THE VERBS IN THE BOX BELOW AND WRITE IT ON THE LINE.

Refuse	Recall	Disgust	Display	Ruin	Detest	Persuade
Increase	Divide	Ban	Depart	Obtain	Misplay	Wait
Connect	Leave	Repair	Decline	Permit	Hurt	

Verbs	SYNONYM
1. ALLOW	PERMIT
2. JOIN	CONNECT
3. HATE	DETEST
4. CONVINCE	PERSUADE
5. REJECT	REFUSE
6. LOSE	MISPLAY
7. FIX	REPAIR
8. LEAVE	DEPART
9. GET	OBTAIN
10. RAISE	INCREASE
11. GO	LEAVE
12. DESTROY	RUIN
13. SEPARATE	DIVIDE
14. FORBIT	BAN
15. DECREASE	DECLINE
16. SHOW	DISPLAY
17. STAY	WAIT
18. DISLIKE	DISGUST
19. REMEMBER	RECALL
20. DAMAGE	HURT

**5. READING SKILL: READ THE TEXT AND UNSCRUMBLE THE WORDS
ACCORDING TO THE PICTURE.**

1. ATEST



TASTE

2. POCTSOM



COMPOST

3. THRU



HURT

4. SUCRH



CRUSH

5. ECEDORAT



DECORATE

6. EVTO



VOTE

7. NISG



SING

8. CTACH



CATCH

9. SAWH



WASH

10. REYCELC



RECYCLE

11. RABEK



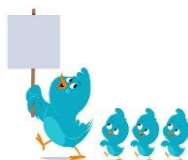
BREAK

12. TPERTOS



PROTEST

13. LOFWOL



FOLLOW

14. TRUNRE



RETURN

15. LEFTANT



FLATTEN



6. WRITING SKILL: COMPLETE THE SENTENCES USING THE VERBS IN THE BOXES.

Find	Agree	Visit	Travel	Meet	Try
Give	Throw	Bring	Talk	Pollute	Vow
Print	Deliver	Share			

1. They won't **POLLUTE** the river if you recycle the bottles.
2. Chef Mark needs someone to **DELIVER** sandwiches.
3. Trace and Ava **GIVE** their ID to the worker in Students Service.
4. I **VOW** that I will return the basket.
5. Zach and his boss **PRINT** three editions a day.
6. Tess is so glad that Trace and his frind could **SHARE** our holidays feast.
7. Trace and George **VISIT** George's home.
8. Trace persuades Isabella to **TRY** the vegetables soup.
9. Trace and his friends **TRAVEL** to the Grand Canyon in Arizona.
10. George and Zach **MEET** to the newspaper editor.
11. Trace and George **TALK** the walkers, and a family of exercise enthusiasts.
12. They **THROW** water bottles away.
13. Trace and George **BRING** a decorated bag to Sydney.
14. They **AGREE** to use the new bag.
15. Trace and George **FIND** Jaime, the park ranger.

Appendix 12. Eleventh Graders “A”

Segundo de Bachillerato General Unificado “A”







